DOCUMENT RESUME

ED 430 490 HE 032 081

AUTHOR Macri, Cynthia H.
TITLE Development of an MBA Student Handbook for the School of Business and Entrepreneurship. Politics, Law, and Economics of Higher Education.
PUB DATE 1997-01-00
NOTE 61p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Standards; *Business Administration; Graduate Study; Higher Education; *Masters Programs; *School Orientation; Student Personnel Services; Student School Relationship
IDENTIFIERS *Nova Southeastern University FL

ABSTRACT

This practicum report describes the development of a handbook for Masters in Business Administration (MBA) students at the School of Business and Entrepreneurship at Nova Southeastern University, Florida. This project included a literature review, a review of handbooks from other universities, generation of a list of topics, development of an initial draft, revision, production of a final document, and recommendations to pilot test the handbook with a focus group of new students and to place the handbook on-line for periodic updating. Individual sections of the report introduce the project, review the literature, explain methodology and procedures, report results, and present conclusions and recommendations. The handbook itself is appended. This 34-page guide covers such topics as: the school's mission and goals, the student's rights, the student's responsibilities, the MBA program, scheduling of classes, specializations, registration, the productivity improvement workshop/master's project, grading and academic probation, computer support, syllabi, libraries, the honor society, the Graduate Business Student Association, the alumni association, tuition discounts, textbooks, housing, student insurance, financial aid, career resources, student grievance procedure, the Code of Student Conduct and Academic Responsibility, portfolio guidelines, and maps. (Contains 30 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 430 490

DEVELOPMENT OF AN MBA STUDENT HANDBOOK FOR THE SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

Politics, Law, and Economics of Higher Education

Cynthia H. Macri

Nova Southeastern University

Diane Eddins-Bryant

South Florida Cluster

A practicum report presented to Programs for Higher Education

in partial fulfillment of the requirements for the

degree of Doctor of Education

BEST COPY AVAILABLE

Nova Southeastern University

January 1997

Cynthia H. Macri

2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Abstract of a Practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

DEVELOPMENT OF AN MBA STUDENT HANDBOOK FOR THE SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

by

Cynthia H. Macri

January 1997

The purpose of this study was to develop a handbook for the MBA students at the School of Business and Entrepreneurship at Nova Southeastern University. A literature review was conducted to determine what information students need, what format is best, and what legal ramifications needed to be considered.

Upon review of multiple handbooks from other universities and other departments within Nova Southeastern University, a list of topics to include was generated and presented to a formative committee, consisting of the advisor, a marketing manager, and the international student advisor. The list included items such as program information, financial aid, housing, commencement, student conduct, grades and appealing grades, computer labs, and library services. An initial draft was produced and copies provided to the members of the formative committee. Their feedback was incorporated into another draft for review by a summative committee, consisting of the associate dean for academic affairs, an MBA student, a marketing manager and alumnus, and the associate dean for marketing and program services. Their input was incorporated into the final document and given to the director of the MBA program for final approval.

A recommendation was made to pilot test the *MBA Student Handbook* with a focus group of new students to determine its efficacy. A second recommendation was to place the handbook on-line and to periodically review and update its contents. A final recommendation was to modify the *MBA Student Handbook* for use with each master's program offered by the School of Business and Entrepreneurship.

TABLE OF CONTENTS

Chapter		Page
1.	INTRODUCTION	4
	Background and Significance	4
	Purpose of the Student	6
	Research Questions	6
	Definition of Terms	7
2.	REVIEW OF THE LITERATURE	8
	Legal Implications	8
	Handbook Development	10
	Content and Design	11
3.	METHODOLOGY AND PROCEDURES	14
	Data Collection	14
	Assumptions	15
	Limitations	15
4.	RESULTS	16
5.	DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	18
	Discussion	18
	Conclusions	19
	Implications	19
	Recommendations	20
REFERENCES		21
APPENDIX		23

Chapter 1

INTRODUCTION

Nova Southeastern University (NSU) is a private, non-profit institution offering traditional and non-traditional programs of study at both the undergraduate and graduate levels. The School of Business and Entrepreneurship (SBE) offers six masters programs and seven doctoral programs in a weekend format to approximately 2000 students on campus and at more than 20 locations throughout the world. The weekend format allows working professionals to enhance their education while maintaining a full time work load.

Background and Significance

The advising component of the office consists of one advisor whose duties relate primarily to the approximately 600 doctoral students and the director who handles the remaining 1400 master's students. Additional but limited advising support is provided by the Administrative Assistant and one admissions clerk. An additional advisor position for the master's programs has been approved.

The *SBE Catalog* contains the policies that govern completion of each of the graduate programs, as well as procedures for appealing a grade, filing grievances, and obtaining full matriculant status. In addition, the catalog contains University-wide policies on drug abuse, the code of student conduct, sexual harassment, etc. While all of this information is available within one publication, the information is not always easy to find or to understand. Consequently, staff from other departments and students call the Office of Student Services to obtain information that can be researched in the catalog. As the MBA program is the largest, enrolling more than 1400 students each term, most of the calls received are from the MBA students.

Due to the large volume of calls received daily, the advisor and the director often are unavailable to everyone needing information. Students then complain that they are unable to

reach anyone when they have a problem that needs to be solved. If the students and staff could easily find the information they need in an easy-to-follow format, it could reduce the number of unnecessary calls coming into the Office of Student Services, allowing the advisor and the director to help the students who are truly in need. The problem was that no such publication existed.

Purpose of the Study

The purpose of this practicum was to develop a student handbook to supply information to the students and staff in an easy to access format. Information to be included consisted of the policies and procedures students need to follow during their MBA studies at the SBE. Should the handbook be successful, it would be used as a model for handbooks for the other master's programs offered at the SBE.

This development practicum is directly related to the Politics, Law and Economics of Higher Education seminar, because it addresses the legal issues surrounding written information distributed by schools, and pertaining to completion of degree programs. Indirectly, it addresses economic issues related to student satisfaction and maintaining enrollment. Completion of this project required in depth research to understand how the courts view cases surrounding written information on completion of degree programs, what information to include, and student input on what makes sense to them, the end users.

Research Questions

There were two research questions for this study. First, "What information needs to be included in a student handbook?" Second, "What are the legal responsibilities of the student and the University in respect to the information in the handbook?"

Definition of Terms

For the purpose of this practicum, the following terms need clarification.

Admissions clerks. Clerks who process application forms and maintain student application files.

Marketing Manager. Person who is responsible for recruiting students within a specific geographic area or for a specific master's program.

Matriculation. The state of being enrolled in active pursuit of a degree.

Non-traditional format. A delivery format where classes are offered in a weekend format, which accommodates the needs of full time, working professionals.

Chapter 2

REVIEW OF LITERATURE

Legal Implications

A review of the literature revealed multiple references regarding the viewpoint of the courts when analyzing the relationship of the student and the institution of higher education and the function performed by the catalog and other written documents of a college or university. Hendrickson and Gibbs (1995) and Shur (1988) point out that the courts more often than not view the relationship as a contractual one. Commercial contract law, according to Cherry and Geary (1992), requires that both parties agree to the contract or it is not binding. Yet, with school catalogs and handbooks, the students are not part of the process for developing the terms and conditions of the contract. According to Shur (1988), it is implied that when students matriculate, they agree to abide by the school's rules and regulations. Therefore, commercial contract law does not uniformly apply.

Kaplin and Lee (1995) review multiple cases in which the courts used contract theory to determine their rulings. In *Lexington Theological Seminary v. Vance*, 596 S.W.2d 11 (Ky. Ct. App. 1979), the courts ruled in favor of the plaintiff who was denied his degree. The Lexington Theological Seminary refused to award Vance his degree on the grounds that he was homosexual, and therefore did not possess the appropriate character to uphold Christian ideals as stated in the school's catalog. The court found for the plaintiff, because he had upheld his end of the contract by completing all of the academic requirements necessary. The court further stated that the language in the catalog dealing with a person's character was vague, making it difficult to interpret and uphold.

In another case, *Mahavongsanan v. Hall* , 529 F.2d 448 (5th Cir. 1976), a student was denied her master's degree because she failed to satisfy an examination requirement added after

she had begun her studies. The court ruled for the school, stating that a school has a right to make changes to its programs as long as they exercise educational responsibility (Kaplin & Lee, 1995; Shur, 1988). Generally, the courts have upheld the schools' decisions on matters of academic nature i.e., grades and dismissals for academic reasons.

Cherry and Geary (1992) define what constitutes a contract between students and schools. In some states, written information in any publication constitutes a contract. In other states only the information in the catalog or bulletin constitutes a contract. More importantly, Cherry and Geary (1995) warn that the wording of the information is analyzed in making legal decisions, so all of the information must be carefully written to increase clarity. A second aspect of a contract is dependent on where the students' responsibilities lie. Cherry and Geary (1992) suggest that this information should be printed, also. Gehring (1993) adds that the courts expect schools to follow what they have printed. However, certain changes can be made without constituting a breach of contract. For example, Weeks (1996) discusses the case of *Hammond v. Auburn University* 669 F. Supp. 1555 (M.D. Ala. 1987), in which Hammond was denied his petition to have his degree conferred. Auburn University had raised the required graduating grade point average two years into Hammond's matriculation. The court noted that sufficient notice of the change had been given to all students, and there was a reservation clause in the catalog stating that the university could change academic requirements. Therefore, Hammond's case was dismissed as being without merit.

Contract law is sometimes strictly applied, and at other times the contract relationship between a student and a school is viewed as unique, making it possible to apply contract theory only in certain situations (Cherry & Geary, 1992). Several authors (Cherry & Geary, 1992; Gehring, 1993; Kaplin & Lee, 1995; Kintzer, 1983; Shur, 1988; Weeks, 1996) support the use of

Gehring, 1993; Kaplin & Lee, 1995; Kintzer, 1983; Shur, 1988; Weeks, 1996) support the use of disclaimer statements and reservation of rights statements in catalogs and other written materials. As long as sufficient notice of a change is given to students, the school is within its rights to make that change. However, Cherry and Geary (1992) warn that care should be given to avoiding ambiguity in the language used in the disclaimers. In general, the cases reviewed illustrate that the entire catalog is not viewed as a binding contract and therefore, commercial contract law can not be universally applied.

Handbook Development

Fielding and Schlalock (1985) present a five-step model for developing a teacher's handbook. They recommend: (a) conceptualizing; (b) preparing the initial draft; © revising and preparing a new draft; (d) performing a pilot test; and (e) reviewing and preparing a final revision. Ford and Ford (1991) recommend a similar model but add that commitment from upper administration should be secured first. Then goals and objectives should be decided upon before the content is determined. Smith (1988) suggests a seven-step model for writing vocational training manuals. His steps include: (a) determining content; (b) organizing the project; © conducting research; (d) drafting the contents; (e) analyzing and revising the draft; (f) preparing the final draft; and (g) evaluating. The model is circular, in that once the final evaluation is done, the process starts over.

Wilkie (1991) used a development team for writing a handbook for undecided majors and advises that communication among the development team is critical for success. Wilkie also recommends ongoing assessment and a final evaluation before distribution. McKinnon (1991) recommends a yearly revision process for a staff handbook she developed.

Content and Design

Trombley (1979) states that one goal of an advising program is to provide written information to aid students in their decision making about their course of study. In developing a model for providing support services to adult learners, California State University, Hayward (1989) found that one of the barriers to adults returning to school is the lack of clarity in admissions and enrollment and scheduling policies the adults encounter. Bowser and Race (1991) found that students in distance learning centers ranked clarification of academic and administrative concerns highly important and valuable to them. A handbook could include information to clarify academic and administrative policies that would assist students in decision making and subsequently, the school in retention matters.

Several authors, Ford (1990), Kinningham, Maneth, Goll, Narin, Murry, Bagshaw, Pattoroff, and Nulton (1993) have written student advisor handbooks to assist advisors in disseminating accurate and consistent information to students. Malin, Dougherty, and Skinner (1979) found that one predictor of adult satisfaction with college included their satisfaction with advisement, counseling, and scheduling. Much of this same information could be written into a handbook for students to use as a resource guide.

Additionally, a review of literature on student orientation programs revealed that adults need information on the campus, scheduling, and their academic responsibilities (Rentz & Associates, 1996; Vickio & Tack, 1989). If no student orientation program exists or if students are unable to attend, a student handbook could provide the information craved by adult learners, especially those enrolled in distant locations.

Ford and Ford (1991) include in their advising manual, definitions along with information on student academic responsibilities, program regulations and guidelines, administrative

policies, a directory, education requirements, and student rights under the Family Education Rights and Privacy Act of 1974. Toews and Dykeman (1994) also suggest including information on the responsibilities of both parties in their internship handbook, written for Eastern Washington University. Similar information could be included in a student handbook for easy reference. McKinnon (1991) found that additional information in staff handbooks she reviewed included a welcome letter, the mission of the school, and pertinent policies and procedures. Kintzer (1983) states that manuals should include information on frequently asked questions and advises that any handbooks should include a statement reserving the right of the college to make changes. Kintzer also suggests that policies be paraphrased in straight forward language to increase comprehension.

In reviewing handbooks from several schools, the author found additional information included, dependent upon the goals of the individual college. The *Graduate Handbook 1985-86* (University of South Florida, 1985) includes information on the comprehensive examination, the thesis, and the responsibilities of graduate assistants. The *Student Guide to College Without Walls at Sinclair Community College* (1978) includes information on faculty/mentor relationships and stopping out policies. Some handbooks (Florida Atlantic University, 1984; Nova Southeastern University, 1992; Nova Southeastern University, 1994; University of West Florida, 1985) only include program information, while others (Iowa State University, 1996; Nova University, 1993) include broader, university-wide information such as financial aid, textbooks, housing, and other university services.

Marshall and Andrew (1990) assessed several dozen college catalogs, and found them to be ". . . complicated, confusing, and loaded with policies and details which could be better disseminated in other publication forms after a student enrolls" (p. 14). Therefore, they

recommend, along with Kintzer (1983), and Smith (1988) that regardless of the exact content, the information should be easy to find and presented in a logical manner. Also, the information should be clear, accurate, and current (Cherry and Geary, 1992), and the content should be meaningful to the reader (Fielding & Schlalock, 1985; McKinnon, 1991). The language that supports Board of Trustee policies should be at a reasonable reading level (Kintzer, 1983), and probably most important, the information should reflect promises that can be delivered (Hendrickson & Gibbs, 1986). The student handbook for the School of Business and Entrepreneurship MBA students pulls all of the necessary information together and presents it in a logical, easy to read and follow format. In turn, the students will find it easier to access the information they need.

Chapter 3

METHODOLOGY AND PROCEDURES

The research questions to be answered in this development practicum were, ""What information needs to be included in a student handbook?" and, "What are the legal responsibilities of the student and the University in respect to the information in the handbook?" Approval for the project was secured from the associate dean of marketing and program services.

First, a review of the literature was conducted on how to develop and write a handbook or manual, what information should be included, and what the legal ramifications are for the institution and the student. Second, handbooks from other universities and other departments at NSU were reviewed for content, format, and organization. From this information, an outline of what information to include was developed to present to the formative committee.

Data Collection

A formative committee, consisting of the director of student services, the advisor, a marketing manager, and the international student advisor met on October 3, 1996, reviewed the outline previously prepared. They made suggestions for further information to be included in the content as well as suggestions for format and organization.. Next, a draft of the handbook was prepared and distributed on November 1, 1996 to the members of the formative committee to review on an individual basis. Their feedback was incorporated into a final draft.

A summative committee was formed, consisting of the associate dean of marketing and program services, two MBA students, an MBA marketing manager and alumnus, and the associate dean of academic affairs. The associate dean of academic affairs was added to the committee, because a reorganization within the SBE recently placed the office of student services within his supervision. The final draft was distributed to the summative committee at a meeting

on December 1, 1996. The intent of the handbook was discussed and each committee member was asked to provide his or her input individually. Their feedback was incorporated into the final product, and it was given to the program director for approval.

Assumptions

For this practicum, it was assumed that the members of the formative committee had the expertise to guide the development of this project. It was further assumed that the summative committee's evaluation of the content and format was valid.

Limitations

The product was limited to the students attending the weekend MBA program at NSU. Policies governing enrollment in and completion of MBA programs at other institutions can vary widely.

Chapter 4

RESULTS

The formative committee met on October 3, 1996 to discuss the content and format of the *MBA Student Handbook*. A list of information to be included was developed and used to guide the preparation of the first draft. The list included the SBE mission and goals, student responsibilities, definitions of terms, program and matriculation details, registration information, financial aid, textbooks, housing, career resources, graduation requirements, commencement information, Sigma Beta Delta Honorary Society requirements, the Graduate Business Student Association, reactivation and requirements for a second degree, grading and academic probation, resolving allegations of misconduct, and student rights under the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

The committee members were given a copy of the initial draft and provided feedback in the form of editorial comments directly on their copy of the draft. Suggestions for change included revising the order of certain categories and including the students rights and responsibilities and student relations information currently found in the *SBE Catalog*. The committee members' comments were incorporated into a final draft.

The final draft was submitted to the summative committee on November 1, 1996. The committee provided feedback in the form of editorial comment directly on their copies of the draft. Their feedback included adding the NSU Reservation of Power policy, which was added to a final product for approval by the MBA program director. The final product was approved by the program director on January 2, 1997.

The final product is a broad document that provides the MBA students with program-specific information that explains all of the policies and procedures governing their program, and

refers them to the appropriate office within the University to get other information they need. The *MBA Student Handbook* contains disclaimer statements that both protect the SBE and the integrity of the program. It also contains a student responsibility statement so that students can understand what is expected of them by the School.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The product from this study was intended to better meet the informational needs of the weekend MBA students and the office of student services in providing information to the students. Legal issues were researched and taken into account when deciding what needed to be included and on the specific language to be used for each section. A disclaimer statement and a statement reserving the SBE's right to make changes was included.

Additionally, the SBE's expectations of the students and what their responsibilities are in completing their degree programs were delineated. It was hoped that this information would assist the students in understanding that they held certain responsibilities also for their success in their programs of study.

The formative committee decided to make the handbook a broad document and set content objectives to include information on university services, the graduate business student association, library, and alumni association. Input on the first draft from two currently enrolled students proved invaluable in completing the final draft. Both students provided feedback on content as well as layout. All of their suggestions were implemented in an effort to provide a document that was meaningful to the students, as they are the end users.

Conclusions

The *MBA Student Handbook* provides the students with a document that is user friendly, and easy to read. It is applicable only to their program of study, and therefore, less confusing to use than the *SBE Catalog*, which discusses all SBE masters and doctoral programs. If the students find it easier to understand what is expected of them, they can better plan the steps they need to successfully complete their degrees without inconvenient delays.

Legal ramifications were considered when writing this document to protect the interests of the SBE, the University, and the academic integrity of the MBA degree program. While the SBE has not been sued for any of the reasons cited in the literature review of this practicum, they must be wary of the litigious environment surrounding them.

Implications

Because the MBA Handbook provides students with the specific requirements of the MBA program, laid out in a easy to use format, they should have a better understanding of what is expected of them to complete their degrees. They no longer will have to wade through information on various degree programs, diverse policies and procedures, multiple matriculation requirements, etc. to find the information they need. The staff should experience the same ease of use, which will cause the catalog to become more of a reference guide than a daily guide.

Additionally, because the information is more easily accessed and readable, the students should have fewer routine questions to ask of their advisor and the director of student services, freeing those personnel to handle problems that truly need their assistance. The SBE staff will also find information more easily and not have to rely on the student services staff to direct them, again, helping to free the phone lines to deal with more substantive issues.

The easier it is for students to navigate through their programs of study, identify where to get the services they need, and to complete their degree programs, the more favorably they will remember their educational experience with NSU and the SBE. They will relay information about their positive experiences and recommend NSU to family and friends, aiding in enrollment. The *MBA Student Handbook* can assist the SBE in achieving and maintaining a positive image in the community.

Recommendations

Several recommendations are made from this study. First, the *MBA Student Handbook* should be pilot tested with a focus group of new students to determine its efficacy. Changes should be made accordingly. Second, the MBA handbook should be continually revised and updated as policies, procedures, and requirements change. Each new edition should be dated and offered on-line as are other SBE documents. Third, after the pilot study is complete, the *MBA Student Handbook* should be distributed to all currently enrolled students and to each new student upon acceptance. Finally, the *MBA Student Handbook* should be modified for use in each master's degree program and distributed accordingly.

REFERENCES

Bowser, D., & Race, K. (1991). Orientation for distance education students: What is it worth? Distance Education, 12, (1), 109-122.

California State University, Hayward. (1989). Building bridges for adult learners in higher education: A resource and planning guide. Long Beach, CA: The California State University.

Cherry, R.I., Jr., & Geary, J.P. (1992). The college catalog as a contract. Journal of Law & Education, 21, (1), 1-32.

Fielding, G., & Schlalock, D. (1985). The development of a teacher's handbook and a related staff development program for integrating teaching and testing in high school. Final report. Washington, D.C.: National Institute of Education. (ERIC Document Reproduction Service No. ED 258 935)

Florida Atlantic University. (1981). MBA student handbook. Boca Raton, FL: Author.

Ford, J. (1990). Houston Baptist University Academic Advising Handbook. Houston, TX: Houston Baptist University.

Ford, J., & Ford, S.S. (1991). Producing a comprehensive academic advising handbook Columbus OH: National Academic Advising Association. (ERIC Document Reproduction Service No. ED 339 435)

Gehring, D.D. (1993). Understanding legal constraints on practice. In Margaret J. Barr & Associates (Eds.), Student affairs administration (274-299). San Francisco: Jossey-Bass Publishers.

Hendrickson, R.M., & Gibbs, A. (1986). The college, the constitution, and the consumer student: Implications for policy and practice (ASHE-ERIC Higher Education Report No. 7). Washington, D.C.: Association for the Study of Higher Education.

Iowa State University (1996). Graduate student orientation handbook 1996-97. Ames, IA: Author.

Kaplin, W.A., & Lee, B.A. (1995). The law of higher education. San Francisco: Jossey-Bass Publishers.

Kinningham, R., Maneth, P., Goll, M., Nairn, J., Murry, S., Bagshaw, S., Pottoroff, S., & Nulton, R. (1993). Reaching goals together/Barton County Community College advisement handbook 1993. Great Bend, KS: Barton County Community College.

Kintzer, F.C. (1983). Two-year college handbooks and manuals: Past, present, future. (ERIC Document Reproduction Service No. ED 225 603)

Malin, J.T., Dougherty, T., & Skinner W.K. (1979, September). Adults attending college: Goals and change. Paper presented at convention of American Psychological Association, New York, NY.

Marshall, D.A., & Andrews, R.P. (1990). Toward a consumer-oriented catalog. The Journal of College Admissions, 128, 12-14.

McKinnon, N.M. (1991). The development of a professional activities handbook governing financial assistance to staff as funded by the Title III Grant (ERIC Document Reproduction Service No. ED 328 295)

Nova Southeastern University. (1992). Manual of policies and procedures for students. Ft. Lauderdale, FL: Author.

Nova Southeastern University. (1994). The Shepard Broad Law Center student handbook. Ft. Lauderdale, FL: Author.

Nova University. (1993). Nova college student handbook 1993-1994. Ft. Lauderdale, FL: Author.

Rentz, A.L., & Associates (1996). Student affairs practice in higher education. Springfield, IL: Charles C. Thomas, Publisher, Ltd.

Shur, G.M. (1988). Contractual agreements: Defining relationships between students and institutions. In Margaret J. Barr and Associates (Eds.), Student services and the law (74-97). San Francisco: Jossey-Bass, Publishers.

Sinclair Community College. (1978). The student guide to college without walls at Sinclair Community College. Dayton, OH: Author.

Smith, C.A. (1988). How to write vocational training manuals. Menomoni, WI: University of Wisconsin. (ERIC Document Reproduction Service No. ED 301 764)

Toews, J., & Dykeman, C. (1994). School counseling internship organizational & supervision materials. (ERIC Document Reproduction Service No. ED 378 503)

Trombley, T.B. (1979). Self-study of a centralized advising unit at the University of Vermont. Burlington, VT: Advising Referral Center, University of Vermont.

University of South Florida. (1985). M.A. Student Handbook. Tampa, FL: Author

University of West Florida. (1985). M.B.A. handbook. Pensacola, FL: Author.

Vickio, C.J., & Tack, M.W. (1989). Orientation programming for graduate students. NACADA Journal, 9, (2), 37-42.

Weeks, K.M. (1996). Managing admissions, records, and the law. Nashville, TN: College Legal Information, Inc.

Wilkie, D.A. (1991). The development of a handbook for the undecided major at the State University of New York College at Purchase. (ERIC Document Reproduction Service No. ED 343 498)

APPENDIX

SB&E

SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

MBA STUDENT HANDBOOK

NOVA SOUTHEASTERN UNIVERSITY

TABLE OF CONTENTS

	Page
How to use this Handbook	4
Mission and Goals	4
University Reservation of Power	4
SB&E Reservation of Power	5
Notice of Nondiscrimination	5
Student's Rights to Privacy	5
Student's Rights Under the American's with Disabilities Act	6
Student Responsibilities	7
Definition of Terms	8
Advising	9
MBA Program	9
Admission requirements	9
Full matriculation	9
GMAT	10
Curriculum	10
Transfer of credit	10
Scheduling of Classes	11
East Campus Students	11
Cluster Students	11
Prerequisite requirements	11
Challenge Exams	11
Specializations	12
Inactive Status/Reactivation	12
Second Master's Degrees	12
Registration	12
Procedures	12
Late Registration	13
Drop/add	13
Withdrawal policy	13
International students	13
Productivity Improvement Workshop/Master's Project	13
Establishing eligibility for GMP 5102 Productivity Improvement Workshop	14
Establishing eligibility for GMP 5100 Master's Project	14
Grading and Academic Probation	14
Grading	14
Incomplete grades	14
Appealing grades	15
Academic probation	15
Suspension	15
Statute of Limitations	16
Computer Support	16
Computer labs	16
UNIX/Email accounts	16

Syllabi 16
Libraries 16
Graduation/Application for degree 17
Commencement Ceremony 17
Sigma Beta Delta Honor Society 18
Graduate Business Student Association (GBSA) 18
Alumni Association 18
International 18
SBE/Broward 18
Tuition Discounts 19
Alumni 19
Family 19
Course Outlines/Syllabi 19
Textbooks 19
Housing 19
Student Insurance 19
Financial Aid 19
Career Resources 20
Student Relations 20
Plagiarism and other forms of misconduct 20
Procedures for resolving allegations of student misconduct 21
Student Grievance Procedure 22
Code of Student Conduct and Academic Responsibility 24
Nova Southeastern University Statement of Academic Rights and Responsibilities 24
Student Code of Computer Ethics 27
Portfolio guidelines 29
Maps 31
Map to East and Main Campuses 31
Map of East Campus 32
Map of Main Campus 33
Index 34

HOW TO USE THIS HANDBOOK

This handbook allows you access to the policies and procedures governing your course of study academically, administratively, and financially. You should become familiar with all of the information contained in this handbook upon beginning your program of study. Use the Handbook as a reference to answer questions pertaining to academic and administrative issues. SBE personnel will refer you to the specific section governing the area in which you have a question to enable you to seek out accurate information pertaining to your program of study.

MISSION AND GOALS

The School of Business and Entrepreneurship is dedicated to the concept of individual growth through enterprise. The mission of the School is the advancement of professional development for individuals in business, government, and not-for-profit settings at the managerial and executive levels. The School emphasizes creativity, innovation, and productivity in human enterprise. The educational philosophy of the School is growth through the practical application of theory. The School projects an activist, interventionist strategy in the delivery and designs of its programs in pursuance of this education philosophy.

UNIVERSITY RESERVATION OF POWER

The Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the SBE and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts and nonacademic fees are paid.

Any Nova Southeastern University student has the right to inspect and review his or her educational record. The policy of the University is *not* to disclose personally identifiable information contained in a student's educational record without prior written consent from the

student, except to University officials, to officials of another school in which the student seeks enrollment, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, students may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

SB&E RESERVATION OF POWER

The School of Business and Entrepreneurship Student Handbook contains various policies, procedures, and other information currently in effect. Subsequent changes in policies, procedures, and other information concerning students and their programs of study are effective on dates when they are approved or on any other date decided upon.

NOTICE OF NONDISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

STUDENT'S RIGHTS TO PRIVACY

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are: 1. The right to inspect and review your education records; 2. The right to request the amendment of your education records to ensure that they are not inaccurate, misleading, or otherwise in violation of your privacy or other rights; 3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent; 4. The right to file with the U.S. Department of Education a complaint concerning the alleged failures by the University to comply with the requirements of FERPA; and 5. The right to obtain a copy of the University's student records policy. You can obtain a copy of the policy from the Office of the University Registrar.

STUDENT'S RIGHTS UNDER THE AMERICANS WITH DISABILITIES ACT

Nova Southeastern University is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the University's policy that no qualified person be excluded from participating in any University program or activity, be denied the benefits of any University or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment and access to facilities, student programs, activities, and services.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University's departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members. Services are provided to students with physical, visual, hearing, speech, learning, and temporary disabilities. Students must request services by meeting with the director of student services, preferably before enrollment, in order to assess student needs and coordinate appropriate services and accommodations. All services are provided based upon individual need.

In order to receive services, all students with disabilities must submit appropriate medical, psychological, or educational documentation, not more than three years old, to substantiate the need for services. Confidentiality of records is maintained. Upon the student's written release, the director of student services can verify the disability and make recommendations for necessary accommodations.

STUDENT RESPONSIBILITIES

It is the student's responsibility to register according to the rules governing registration for classes, and to obtain course outlines/syllabi prior to the first weekend of class. Student's are expected to purchase books prior to the first night of class, and to maintain a 3.0 grade point average (GPA) throughout their program of study. It is each student's responsibility to read and become familiar with the policies and procedures in the *Schedule of Classes* each term as these may change from time to time at the discretion of the SBE. These changes include but are not limited to tuition costs, refund policies, late fee policies, and withdrawal policies. Students must adhere to all University policies listed in this handbook and the *SBE Catalog*, and uphold the standards of conduct expected of Nova Southeastern University (NSU) graduate students.

DEFINITION OF TERMS

Cluster: Off-campus location where graduate programs are held. Clusters are not branch campuses.

Cluster Coordinator: Administrator for the clusters. Job duties include coordinating site facilities, liaisoning between campus and students, registering students, providing course syllabi, answering student questions, and generally keeping students informed of SBE and University policies and procedures. Cluster Coordinators are not academic advisors.

East Campus: Location of the School of Business and Entrepreneurship. Address:

Nova Southeastern University
School of Business and Entrepreneurship
3100 SW 9th Avenue
Fort Lauderdale, FL 33315-3025

Main Campus: Location of all University-wide services and several degree programs. Address:

Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314-7796

Matriculation status: Identifies each student's current admission status

1. Provisional status = may register for classes, but still has outstanding admission and/or prerequisites.
2. Conditional status = may register for classes, but still has outstanding admission and/or prerequisites **and** must maintain a grade of "B" or better in the first four courses to be able to continue in the program.
3. Full = has met all admission and prerequisite requirements and is eligible for graduation upon completion of all required course work while maintaining a GPA of 3.0.

Office of Student Services: Manages admission, counseling, registration, and application for degree for all SBE students.

Sequence I or Sequence II: Refers to the set of dates on which classes meet.

ADVISING

Advisors are available through the Office of Student Services. See the *Schedule of Classes* for a listing of names and numbers to call. Advisors are assigned according to the location in which a student is attending classes. East Campus advisors are available by appointment, only. Please refer to the *Schedule of Classes* for office hours.

MBA PROGRAM

Admission Requirements

To be considered for admission an applicant must:

1. hold a bachelor's degree from a regionally accredited college or university or the equivalent from a foreign institution;
2. submit three letters of recommendation;
3. request official transcript(s) showing conferral of a bachelor's degree from all previously attended institutions;
4. submit a 500-1000 word essay detailing your career objectives and how the MBA program will assist you in achieving those objectives;
5. submit a completed application and $40 non-refundable application fee;
6. request an official GMAT score or complete a portfolio (see page 29 for guidelines--portfolio must be submitted within 30 days of acceptance to the program);*
7. show evidence of computer literacy;
8. submit an official TOEFL score of 550 or better, if undergraduate degree taught in a language other than English;
9. have completed prerequisite work, taken for credit in an undergraduate degree granting institution in the following areas:

   accounting
   business finance
   macroeconomics
   marketing
   statistics

* Students with a graduate degree (US equivalent), CPA, or a JD are exempt; an acceptable LSAT or GRE not more than 5 years old, taken prior to application may substitute.

The SBE reserves the right to deny admission to any applicant it deems unqualified either academically or professionally.

Full matriculation

Full acceptance will be granted upon completion of all requirements listed above. Students must be fully matriculated in order to register for GMP 5090 Business Policy, GMP 5102 Productivity Improvement Workshop, or GMP 5100 Master's Project.

GMAT

An acceptable score on the GMAT must be achieved within six months of beginning classes. Generally, a score of 450 or higher is considered acceptable. The quantitative formula used is as follows. Obtain at least 950 points by the following formula: 200 times the undergraduate grade point average (on a 4.0 scale) plus the score received on the GMAT. Students scoring lower may be required by the admissions committee to retake the GMAT on the next available test date. **Registration will be refused to students who ignore the six month deadline/retake policy**.

Students who took the GRE **prior** to applying to the MBA program may submit those scores in place of the GMAT, provided they are not more than five years old. The quantitative formula used is as follows. Obtain at least 950 points by the following formula: 200 times the undergraduate grade point average (on a 4.0 scale) plus the verbal and quantitative scores factored by 45 percent.

Curriculum

GMP 5012 21st Century Management Practices
GMP 5015 The Legal, Ethical, and Social Values of Business
GMP 5020 Organization Behavior and Development
GMP 5030 Human Resource Management
GMP 5040 Quantitative Methods*
GMP 5050 Managerial Economics for Decision Making*
GMP 5060 Managerial Accounting*
GMP 5070 Marketing Management*
GMP 5080 Financial Management*
GMP 5090 Business Policy**
GMP 5194 Creating Customer Value
GMP 5197 Entrepreneurial Way of Thinking
GMP 5199 Values-Based Leadership and
GMP 5100 Master's Project** @ or
GMP 5102 Productivity Improvement Workshop** @

* requires a prerequisite course
** student must be fully matriculated to register
@ 5012 through 5080 must be completed to be eligible to register

Transfer of Credit

Students may transfer up to **two** graduate-level courses taken at regionally-accredited institutions prior to making application to NSU provided that the following conditions are met:

The course (s) must:

1. be less than five years old;

2. carry a grade of "B" or better;
3. is not applied toward another degree; and
4. is similar in content to the course for which it is being transferred.

The program director must approve all requests for transfer of credit.

SCHEDULING OF CLASSES

East Campus Students

All courses are available each term on the East Campus. New students will begin their programs of study with courses offered on Sequence II. Once these courses are completed, students will continue their studies with courses offered on Sequence I. GMP 5090 Business Policy must be taken in the last term.

Cluster Students

Limited courses are available in cluster sites in a specific order each term. Please refer to the *Schedule of Classes* for a listing of current offerings and the order in which courses are offered in clusters. Students who attend classes in cluster sites and who take the courses out of the recommended order, risk the chance that courses they are lacking may not be available for three months to over one year at that site.

Prerequisite requirements

Students are ineligible to register for courses requiring prerequisites until they have completed the required prerequisite course.

Students who have not previously taken prerequisite courses as part of their undergraduate degrees may meet the prerequisite requirements in one of the following ways:

1. enroll in video-computer course through the SBE (see *Schedule of Classes* for details);
2. enroll in any regionally accredited college or university; submit official transcript upon completion of course(s); or
3. pass a challenge exam (see below for details).

CHALLENGE EXAMS

Challenge exams are available at a cost of $50 per subject for all prerequisite courses. All challenge exams consist of multiple choice questions covering subject matter normally learned in a corresponding undergraduate course. Students have three opportunities per subject to take a challenge exam to attain a passing score of 60% or better.

Procedures for taking challenge exams

1. call your student advisor to obtain a copy of a syllabus for the prerequisite you wish to challenge;

2. study for the exam;
3. order the exam from the Office of Student Services to be sent to your cluster coordinator, if attending at a cluster site outside of Broward County; or schedule an appointment to take the exam in the Office of Student Services (all Broward County students);
4. be prepared to pay the $50 fee at the time the exam is taken.

SPECIALIZATIONS

Specialization courses leading to a certificate in that field are available at the East Campus in Ft. Lauderdale. See the *Schedule of Classes* for details on the availability of specific specializations and course offerings. Cluster students should contact their cluster coordinators for information on establishing a specialization in their cluster.

INACTIVE STATUS/REACTIVATION PROCEDURES

Admission files are inactivated for students who have not registered for one full year. Once a file has been inactivated, the student must request reactivation in writing. Upon reactivation, the student must adhere to the requirements, policies, and procedures in practice at the time of reactivation. Courses taken more than five years ago may be invalid.

SECOND MASTER'S DEGREES

Students who have completed a master's degree through the SBE and who wish to pursue a second master's degree through the SBE must notify the Office of Student Services in writing. Upon receipt, prior course work will be evaluated to determine which, if any, courses can be credited toward both degrees. You will be notified in writing of what courses must be completed to attain the second degree. A minimum of 21 credits must be completed for all second degrees, although more may be required.

REGISTRATION

Cluster students will register through their cluster coordinators.
Campus students will register through the Office of Student Services. The Office will remain open until 6:30 P.M. on the last Friday night of classes and from 8:30 A.M. - 1:00 P.M. on the last Saturday of classes during each sequence every term to assist you with your registration.

Procedures

1. register according to the dates listed in the *Schedule of Classes*;
2. complete sections A through E on the registration form; be sure to include the appropriate section code; i.e. MB1, MB2, RWT, SCH, JXC, etc. to identify where you are attending classes;
3. sign below section C, course schedule;
4. pay appropriate tuition and fees at the time of registration or have approved financial aid in an amount to cover the total costs; and

5. return registration and payment to the Office of Student Services or your cluster coordinator.

Late Registration

Students must pay late registration fees according to policies listed in the *Schedule of Classes*. These fees range anywhere from $15 to $100 in addition to the regular $20 registration fee. Please refer to the *Schedule of Classes* for dates governing the late fee policy.

Drop/Adds

There are financial penalties for dropping courses after classes begin. Please refer to the *Schedule of Classes* for details on refunds for dropped classes.

Students may add courses at any time up to the first weekend of class without penalty. Permission from the instructor must be obtained to add courses after the first weekend but before the second weekend of class. No courses may be added after the second weekend the class meets. Payment must be received at the time a course is added.

Withdrawal Policy

Students wishing to withdraw from the program may do so in writing. Tuition and fees may be refunded at the discretion of the SBE. Please refer to the *SBE Catalog* for details governing the withdrawal policy.

International Students

Students holding F-1 or J-1 visas are required to take a minimum of six credits each term. Exceptions can be made only when required courses are unavailable. All F-1 and J-1 status students must attend classes at the East Campus.

PRODUCTIVITY IMPROVEMENT WORKSHOP/ MASTER'S PROJECT

Students may choose between completion of GMP 5102 Productivity Improvement Workshop or GMP 5100 Master's Project as their final course of study to meet the requirements for their degrees. The Productivity Improvement Workshop is a week-long, four-credit course that meets on the East Campus throughout the year. The master's project is a major applied research paper, which is approved by the program director and directed by an assigned faculty member. To be eligible to register for the capstone course/project, students must meet the following requirements:

1. be fully matriculated;
2. have registered for and completed all required courses; and
3. hold a cumulative GPA of 3.0.

Establishing eligibility for GMP 5102 Productivity Improvement Workshop (4 credits)

6-9 months prior to anticipated completion of all required courses students should:

1. send completed reservation form located in the back of the *Schedule of Classes* to reserve a seat in a workshop that will occur **after** the term your final classes will end; and
2. complete any outstanding admission requirements prior to final term of study.

Only students who have met all of their admission requirements and are enrolled in their final courses will be allowed to register for the previously reserved workshop. Approximately six weeks prior to the reserved workshop date, the Workshop Coordinator will reschedule students with outstanding requirements into the next available opening in a future workshop. **Please remember that students are constantly reserving workshops; hence, future openings often occur six months after the originally reserved workshop date.**

Registration materials, reading materials, and your workshop assignment will be automatically mailed to you, six to eight weeks prior to your scheduled workshop date. You must register for the workshop within 30 days of your scheduled workshop date.

Establishing eligibility for GMP 5100 Master's Project (4 credits)

Contact the program director six months prior to completion of weekend courses to discuss possible areas of research. Upon approval of the project topic, the program director will assign a faculty member to direct your research. You must register and pay the current tuition rate for the master's project to receive credit and graduate.

GRADING AND ACADEMIC PROBATION

Grading

Grades of A, B, C, or F are given for all courses. Students must maintain a 3.0 minimum GPA throughout their graduate studies. Students who receive less than a 3.0 at any given time will be placed on academic probation and face possible suspension. Please refer to academic probation policies page 14.

Incomplete grades

Students who are unable to complete a course within the regular term dates must contract with the instructor to receive a grade of "I." Students who receive an incomplete grade have three months to complete the course and clear the "I." If three months pass and the "I" is not cleared, the student will automatically receive a grade of "IW." All courses that receive an "IW" must be retaken at the full tuition rate.

Appealing grades

Students may appeal a grade they believe to be unfair. The procedure to appeal is as follows:

1. contact the instructor in writing to request reconsideration for a higher grade; give reasons you feel grade is not justified;
2. send a copy of the written request to the Office of Student Services and the Program Director;

If the instructor denies your request and you still feel your grade is unfair:

3. notify the Program Director in writing of your desire to appeal your grade; include a copy of the instructor's response to your previous letter and documentation of your grades and assignments completed in the course;
4. The Program Director will review your documentation and determine if your case holds merit. If so, the Office of Student Services is notified of your request for appeal.

Upon receipt of the above information, the Office of Student Services will notify the instructor of your desire to appeal and set a hearing date. You will be notified of the date of the hearing and invited to attend if you desire. The Grade Appeal Committee, consisting of the Director of Student Services, one faculty member, and one student, will review all the evidence provided by you and the instructor to determine if any unfair practices were used in determining the final grade. You and the instructor will be notified in writing of the Committee's final decision.

Academic Probation

Students are placed on academic probation upon attaining less than a 3.0 GPA. The following process is put into effect:

1. First term: students are placed on warning and given two terms to bring GPA up to a 3.0 or better; permanent notation is made on transcript;
2. Second term: students are reminded of probation status; permanent notation is made on transcript;
3. Third term: student is notified that she or he must repeat courses in which less than a B was earned or face suspension; permanent notation is made on transcript;
4. Fourth term: if student does not repeat courses and/or GPA remains below 3.0, student is suspended; permanent notation is made on transcript.

Suspension Policy

Students who have been suspended may appeal for reinstatement to the director of the program **not less than six months** after suspension has begun. The director will decide each student's case individually.

STATUTE OF LIMITATIONS

Students have five years to complete their MBA degree. Students who take longer than five years to complete all of their courses will be required to repeat courses older than five years.

COMPUTER SUPPORT

Computer Labs

There are two computer labs available to all currently enrolled students. On the Main Campus, the computer lab is located on the first floor of the Parker Building. On the East Campus, the computer lab is located on the second floor of the Tower Building. Please call ahead to determine hours of operation.

East Campus: (954)-262-5167 or 800-672-7223, Ext. 5167
Main Campus: (954)-475-7463 or 800-541-6682, Ext. 7463

UNIX/E-mail accounts

All students upon their initial registration must complete an application to establish a personal e-mail account if you do not already have an on-line provider. The School will utilize e-mail to notify students of any changes in the term schedule, policies and procedures, special events, etc. Specific faculty will make assignments which must be transmitted electronically. Additionally, the e-mail account allows students to access the Internet and the NSU electronic library. Students are responsible for information transmitted through e-mail and are encouraged to check their e-mail regularly. Note: Some fees may apply.

To obtain an on-line account through NSU, please complete the application form enclosed with your acceptance information or contact the Office of Student Services at (954)-262-5018 or 800-672-7223, ext. 5018 to obtain an application.

Syllabi

All course syllabi are available on-line only. No paper copies can be obtained through the School. Students must be able to access the on-line environment from home, work, or one of the computer labs to obtain copies for personal use.

LIBRARIES

The SBE houses a growing business library on the second floor of the East Campus Tower Building. Limited journals are available along with access to the on-line library. For hours of operation, you may call (954)-262-4614 or 800-672-7223, Ext. 4614.

The Einstein Library, located on the Main Campus, is a full service library open to all NSU students. For hours of operation you may call (954)-475-7496 or 800-541-6682, Ext. 7496.

NSU maintains library agreements with many university libraries convenient to the cluster locations. Please ask your cluster coordinator for details. Cluster students also may use their local county and city libraries.

NSU also maintains a distance library service. Students can use their on-line accounts to access the NSU Einstein Library card catalog and journal databases. Copies of articles or the borrowing of books may be requested through the on-line environment. See the packet titled *Distance Library Services* that you received with your acceptance information for more information on how to use the distance library.

GRADUATION/APPLICATION FOR DEGREE

Students attending the Productivity Improvement Workshop will complete an application for degree at the workshop. All other students must request an application in writing from the Office of Student Services during their last term of study. There is a fee for processing of the diploma which must be included at the time of application.

Upon successful completion of all admission and academic requirements, students are eligible to graduate. The application for degree must be processed by the Registrar and then sent to the Board of Trustees for approval. The Board of Trustees meets on the fourth Monday of each month. The date that your requirements are met and when processing of your degree application has been completed, will determine how soon the diploma will be produced and mailed. Normally, it is a three to four month process. Degree conferral dates reflect completion of final requirements. Diplomas are withheld until any outstanding debts are cleared.

COMMENCEMENT CEREMONY

Commencement ceremonies are held once each year, usually in June or July. Students are eligible to walk in commencement if the following conditions are met:

1. have already completed requirements for degree; **or**

by May 15

2. are fully matriculated; **and**
3. have reserved a seat in the Productivity Improvement Workshop on a date to occur prior to the end of September; **or**
4. have registered for and are working to complete the Master's Project.

Students who do not meet the above requirements by May 15 must wait until the following year to be eligible to walk in commencement.

SIGMA BETA DELTA HONORARY SOCIETY

Students who graduate in the top 20% of the class (generally a 3.9 GPA) will be nominated to become members of Sigma Beta Delta Honorary Society for students of business, management, or administration. Acceptance of the nomination provides a lifetime membership and national recognition. There is a one time dues payment of $50. The principles of the Society include wisdom, honor, and the pursuit of meaningful aspirations. Members are honored at commencement and presented with honors cords to wear as part of the commencement ceremony. Nomination is automatic; students do not need to contact the department to seek nomination.

GRADUATE BUSINESS STUDENT ASSOCIATION

The Graduate Business Student Association's (GBSA) main focus is to identify and respond to the concerns and issues of all SBE students. It serves as the liaison for students, faculty, and administrators to voice their ideas and opinions. The GBSA also works as a social networking organization. The students participate in many events and activities throughout the year. These events include picnics, faculty-student softball games, mixers with the schools of law, medicine, and psychology, and much more. The GBSA has five officers. They are elected by the student body to represent them academically and socially. For more information, please contact (954)-262-5008 or 800-672-7223, Ext. 5008.

ALUMNI ASSOCIATION

International Alumni Association

The Nova Southeastern University International Alumni Association, has as its purpose, to further the professional and intellectual growth of graduates. It is the long-range intent of the Alumni Association to develop and promote continuing education programs for alumni and to encourage active participation of graduates in regional workshops and programs. Alumni activities are held throughout the world in areas where local alumni chapters exist. Generally, local chapters are organized across center/program lines and serve all alumni in a geographic area. A group of interested graduates may form a new chapter by following a specific course of action, in coordination with the Office of Alumni Relations. For more information on your local chapter, please contact the Office of Alumni Relations at (954)-475-7418 or 800-541-6682, Ext. 7418.

SBE Broward Alumni Chapter

In addition to the NSU International Alumni Association, The School of Business and Entrepreneurship supports an active alumni chapter in Broward County serving a membership that represents the tri-county area. The purpose of the chapter is to provide the basic communication channels and programs that are of interest to alumni and NSU. To that end, the chapter promotes the professional development, continuing education and advancement of alumni; supports the mission and the development of Nova Southeastern University, the School of Business and Entrepreneurship, and the Broward Alumni Chapter-School of Business; and

creates opportunities for the social interaction of the membership. Please contact the SBE Office of Development and Public Relations for more information on the Broward County chapter at (954)-262-5008.

TUITION DISCOUNTS

Alumni

Graduates of the SBE may return to the SBE to take specialization courses at a 25% discount off the current, full tuition rate. SBE graduates returning to complete additional master's degrees through the SBE will also receive a 25% alumni discount.

Family

The SBE offers a 50% tuition discount for one family member when another immediate family member is also enrolled in a SBE master's program. The family member with the greater tuition total will pay the full tuition rate, while the second family member with an equal or lesser tuition total will pay 50% of the full tuition rate. Immediate family member is defined as spouse, sibling, or parent/child.

COURSE OUTLINES/SYLLABI

Course outlines or syllabi for the current term are located on-line. It is the student's responsibility to ensure s/he has course syllabi prior to the first night of class. See computer support section on page 15 for information on obtaining on-line accounts through the SBE.

TEXTBOOKS

Textbooks are available at Nova Books, located in the Rosenthal Student Center on the Main Campus. See the *Schedule of Classes* for hours of operation.

Cluster students may order their textbooks directly from Nova Books. Please call 800-540-3228 for information on establishing an account, or you can e-mail them at: novabooks@acast.nova.edu.

HOUSING

Limited student housing is available on the Main Campus. For more information, students can write to the Office of Residential Life, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, FL 33314 or call (954)-475-7052 or 800-541-6682, Ext. 7052.

STUDENT INSURANCE

Student medical insurance is available. Please write or call the Office of Residential Life, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, FL 33314 or call (954)-475-7502 or 800-541-6682, extension 7052 for more information.

FINANCIAL AID

Loans

Federal loans are available through the Office of Student Financial Aid. Please apply for loans early as processing of applications for loans takes approximately six-eight weeks.

Scholarships

An extremely limited number of scholarships are available for business students. These must be applied for during the fall and winter. Most scholarships are awarded in the spring for the Fall term of the next academic year.

Students interested in applying for financial aid loans or scholarships can contact the Office of Student Financial Aid, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, FL 33314 or call (954)-452-3380 or 800-522-3243 to request application forms. Students are encouraged to use email: elias@acast.nova.edu for better assistance.

CAREER RESOURCE CENTER

The Career Resource Center is available to help students locate employment, write resumes, evaluate career paths, perform computerized self-assessments, and generally assist students in all aspects of career planning. Counselors can be reached at (954)-475-7504 or 800-541-6682, extension 7504, Monday - Friday 8:30 A.M. - 5:00 P.M.

STUDENT RELATIONS

Plagiarism and Other Forms of Misconduct

Webster defines plagiarism as the stealing or passing off the ideas or words of another as one's own; use, without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source. NSU students sign a statement verifying the authenticity of authorship with each written assignment. Plagiarism is not acceptable, so care must be taken to credit any sources in your term papers and dissertation. Learn the APA Style Manual early, for it provides guidance as to how to credit sources.

Collaboration on examinations or assignments that are expected to be individual work is another form of unacceptable conduct. Such cheating is unacceptable, as is behavior that is flagrantly disruptive to the effective conduct of the program, behavior that is clearly unprofessional or unethical, or that reflects adversely on the NSU program or the professional community, or that violates the general understanding of the proper conduct for graduate students. Violations may result in suspension or dismissal from the program.

Misconduct may include the following types of activities:

1. Plagiarism
2. Collaboration on examinations or assignments expected to be individual work

analysis is to be the participant's own work; data may be used that are collected with the help of others, if properly acknowledged)

4. Cheating (giving or receiving help during examinations, transmitting examination questions to other participants, or falsifying any records including assessments and admissions materials)
5. Behavior that is flagrantly disruptive to the effective operation of the program
6. Behavior that is clearly unprofessional or unethical or that reflects adversely on the Nova Southeastern program or the professional community
7. Behavior that violates the general understanding of the proper conduct for graduate students.

Procedures for Resolving Allegations of Student Misconduct

The procedure for the disposition of allegations of misconduct follows:

Step One: Written allegations are submitted to the relevant program director by a faculty member, administrative staff member, or student. The allegations should be in writing and contain all pertinent facts, evidence, and witnesses.

Step Two: The program director will notify the accused student, in a timely manner, in writing that an inquiry will be undertaken and will specify the nature of the allegation.

Step Three: The program director will appoint a committee consisting of a faculty member, an administrator or staff person, and a student.

Step Four: The committee will assemble all pertinent documentary evidence, written statements from witnesses, and a written statement from the accused student in response to the allegation.

Step Five: The accused student may request in a timely manner a hearing before the Committee. The hearing is informal. The student may present evidence, question witnesses, and rebut evidence. A written report will be made of any hearing. The burden of proof will be on the party making the allegations. The standard of proof will be "substantial evidence," that is, whether it is reasonable to conclude from the evidence submitted that the student did commit the violation.

Step Six: The committee will examine all the evidence, determine the facts, apply the policy to the facts, and will render a decision as to the student's culpability, or lack thereof, and if culpable, the degree of culpability.

Step Seven: The committee's findings and decision will be submitted to the accused student's program director who will either dismiss the case or will impose an appropriate penalty. The program director's decision will be presented to the student in a timely manner.

Step Eight: The sanctioned student will be informed in writing of the right to appeal in a timely manner the decision of the committee and/or the penalty imposed by the program director to the dean. The sanctioned student will be entitled to access to the record and will be allowed to rebut in writing the findings/conclusions of the committee and decision by the program director.

Step Nine: The associate dean for academic affairs will examine the entire record to determine whether the evidence was sufficient and the penalty was appropriate.

Step Ten: The decision of the associate dean for academic affairs will be considered final, and the student will not be given any further opportunity to appeal within the university system, unless such appeal is explicitly conferred by the University.

The School of Business and Entrepreneurship will not guarantee a student the right to continue attending classes pending the outcome of further legal processes.

Student Grievance Procedure

The purpose of this procedure is to promote the orderly resolution of problems arising out of student complaint concerning a policy, procedure, or administrative action of the School of Business and Entrepreneurship. Students and faculty are encouraged to informally resolve disputes prior to instituting a formal grievance. Grade appeals are resolved under a separate procedure.

A. Any student who has a grievance concerning administrative action or a member of the faculty or staff shall file such a grievance in writing with the associate dean for academic affairs. The written grievance will contain a short and concise statement of all relevant facts and the relief sought.

B. Upon receipt of a written grievance, the associate dean for academic affairs shall request proof supporting the grievance and request a reply/response with supporting evidence from the party/department the complaint is against. An administrative Review Panel appointed by the associate dean for academic affairs will review the grievance and evidence to determine whether the grievance presents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial or wholly a question of academic discretion, the grievance shall be dismissed without further action. The student will be advised in writing as to whether the grievance was dismissed, or whether additional action will be taken.

1. If the Administrative Review Panel decides that further inquiry should be made, then the associate dean for academic affairs may invoke one of the following procedures:

a. Informal Resolution Procedure: The associate dean for academic affairs may informally meet with all parties and try to resolve the issue(s) raised.

b. Formal Resolution Procedure: If the associate dean for academic affairs is unable to informally resolve the issue, then a Grievance Committee will be convened to make a final determination of the issue(s).

2. The Grievance Committee shall consist of three members. One member shall be a member of the full-time faculty of the School of Business and Entrepreneurship. One member shall be an administrator in the School of Business and Entrepreneurship. One member shall be either an alumna or alumnus or a currently enrolled student from the program of the student filing the grievance.

3. The parties will attend the Grievance Hearing before the panel at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the time, date, and place of the hearing. All hearings shall be conducted on the main campus, during normal working hours. There will be no meeting of the Committee unless an active appeal has been filed in accordance with this procedure.

The Grievance Committee Hearing shall be subject to the following procedures:

1. The Committee shall have no right to modify, add to, or subtract from this grievance procedure.
2. A majority vote of the committee shall be determinative.
3. In the case of grade appeal or other appeals dealing directly with a student's academic performance, the committee may not substitute its judgement for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work. The committee may only recommend to uphold or reverse the School's decision. In the event the Committee recommends reversal of the School's decision, the Program Director shall fashion a remedy consistent with sound academic principles which shall be final. The Committee may not address sanctions which are wholly within the academic probation or student misconduct policies of the SBE.
4. The Committee shall render its decision in writing to all parties involved.
5. The Committee shall be obliged to render a decision within fourteen (14) calendar days following the close of the hearing.
6. The decision of the Committee shall be final and binding. Any student filing a grievance shall be notified of the Committee decision by certified mail to their last official address. Any suit filed to challenge a procedure or determination under these proceedings, shall be filed in a court of competent jurisdiction in Broward County Florida and the laws of the State of Florida shall apply.*

*Arizona residents enrolled in programs delivered in part in the State of Arizona are further protected as follows:

"If the complaint can not be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details."

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

The rights of personal and intellectual freedom, which are fundamental to the idea of a university;

A scrupulous respect for the equal rights and dignity of others; and

Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. Original Work. Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. Referencing the Works of Another Author. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova Southeastern University.

3. Tendering of Information. All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited. Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to:

a. Plagiarism;
b. Any form of cheating;
c. Conspiracy to commit academic dishonesty;
d. Misrepresentation;
e. Bribery in an attempt to gain an academic advantage;
f. Forging or altering documents or credentials; and
g. Knowingly furnishing false information to the institution.

5. Additional Matters of Ethical Concern. Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1.Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

a. Theft;
b. Vandalism;
c. Disruptive behavior;
d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
e. Possession, transfer, sale, or use of illicit drugs;
f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
g. Violations of housing regulations;
h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
i. Threats of or actual damage to property or physical harm to others; and
j. Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university); and
k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or

supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to its programs of instruction, research, and administration. Nova Southeastern University's computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multiuser time-sharing systems to single-user terminals and personal computers, whether free standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation toward specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University's computer systems, whether a multiuser time-sharing system or a single-user terminal or personal computer, must:

Have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems.

Limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office.

Refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University's computer systems.

Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical.

Refrain from any attempt to use Nova Southeastern University's computer systems as a means for the unauthorized access to computer systems outside the University's systems.

Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical.

Be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents.

Use only legally obtained or licensed data or software in accordance with its license or purchase agreement.

Be in compliance with federal copyright laws and the Nova Southeastern University copyright code.

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice-President and the Office of the Dean of a student's academic program.

PORTFOLIO REQUIREMENTS

New Students may complete a portfolio as an alternative to the GMAT/GRE requirement. Students must have **at least five years of managerial, decision-making and supervisory experience** to be eligible for the portfolio option. Students with less than five years in management and/or who do not hold managerial, decision-making or supervisory experience will not be considered.

A portfolio is a complete review of your professional experience as it relates to the categories listed below. Please include information that meets these criteria, where applicable. Please provide examples or **copies of documentation** as evidence to support each criterium. Please type all entries and **sign** your completed portfolio.
Portfolios must be submitted to the address below no more than 30 days from the date of the initial acceptance.

The portfolios are evaluated by the Admissions Committee for acceptance through a scoring and weighting process. Not all categories carry the same weight, so please be as thorough as possible to maximize your score.

1. Resume
   Include specific job descriptions and dates employed.

2. Scholarly achievements
   List education and/or training sessions you have conducted. Provide detail of course content, length of sessions, number of sessions, and number of sections taught. Include dates.

3. Professional Development
   List work-related workshops, seminars, conferences, and other educational events you have attended. Provide dates and documentation of attendance.

4. Education
   List any post-bachelor's degree and/or graduate courses you have taken for credit excluding those courses which are part of the degree program in which you are currently enrolled. Include a copy of a transcript showing post-baccalaureate work completed if one is not already in your admission's file.

5. Professional Writing
   Provide copies of any publication, proposal, or major report you have authored that is work-related or available to the public. If a copy is unavailable or confidential, please provide **detailed** descriptions of the content and include a table of contents if possible.

Continued on next page

6. Project Activity
Describe your role in work-related project management or innovative activity, requiring strategic planning. Include descriptions of each project, and any research projects requiring the use of analytical, problem-solving skills.

7. Policy-making Capacity
Describe all major work-related policies **you have instituted**. Explain their impact on the organization.

8. Recognition /Commendations
Provide copies of all awards, including achievement, special recognition or contribution for work or other activity, and copies of commendations received from CEO, Division Head, or General Manager in recognition of job(s) well done. These letters do **not** qualify as letters of recommendation to the master's program.

9. Professional Activity
List professional association memberships, including offices held. Provide dates of membership and/or service.

10. Community Involvement
List all civic, **non-work related** activity in which your efforts have positively impacted your community. Provide dates.

Please securely bind your portfolio. Staples, OIC binder clips, loose-leaf book rings, and spiral-, tape-, or velo-binding are acceptable. Please refrain from using 3-ring binders and page protectors. These will be removed and destroyed for storage purposes.

The School of Business and Entrepreneurship accepts no responsibility for lost or damaged portfolios.

CHECKLIST

Did you remember to...

___ 1. sign your portfolio?

___ 2. provide **copies** of your awards?

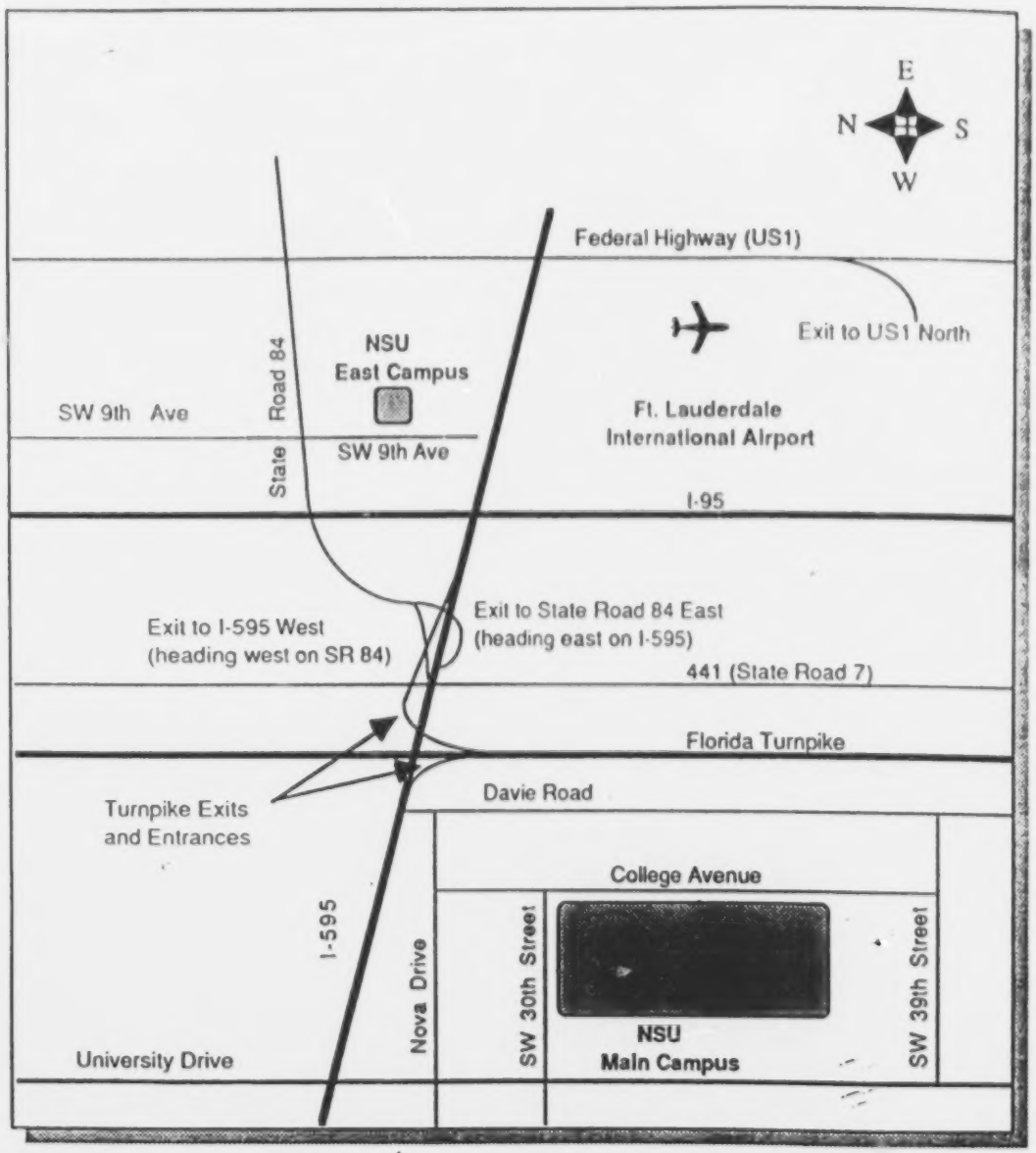
___ 3. securely bind your portfolio?

___ 4. keep a copy for your records?

All portfolios become part of the permanent student record and are available for return upon completion of the Productivity Improvement Workshop or Master's Project.

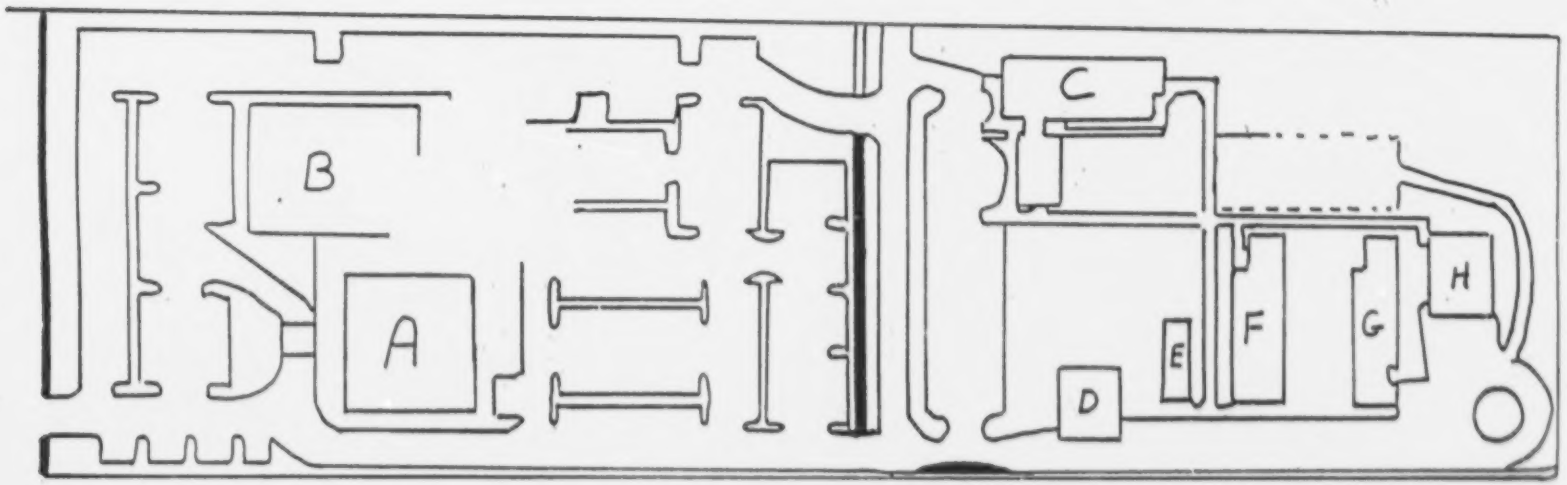
Map to East and Main Campus

Not Drawn to Scale



BEST COPY AVAILABLE

NOVA SOUTHEASTERN UNIVERSITY
EAST CAMPUS DIRECTORY



DIRECTORY

A. Tower Building
   School of Business and Entrepreneurship (SBE)
   School of Computer and Information Sciences (SCIS)
B. Alumni Hall Auditorium
   Institute for Retired Professionals (IRP Offices 2nd Floor Tower Bldg.
   Productivity Imporvement Workshop
C. School of Social and Systemic Studies (SSSS)
D. Cafeteria Building (CLOSED)
E. Conference Center: Classroom #33
   Continuing Education Office
F. Building "B"
   Center for Entrepreneurship
   Enterprise Ambassador Program
   Classrooms B-101 to B-106
G. Community and Clinic Outreach Center (CCOC)
   Family Therapy Associates
H. Maintenance Warehouse Facility

BEST COPY AVAILABLE

Map of Main Campus

Campus Locations ..... Entrance

- A A.D. Griffin Sports Complex ..... West
- B Athletics Fields ..... West
- C Athletics House ..... West
- D Baudhuin Oral School/LaBonte Institute ..... West
- E Central Services Building ..... South
- F Cultural Living Center ..... South
- G Farquhar Hall ..... South
- H Founders Hall ..... South
- I Leo Goodwin Sr. Residence Hall ..... South
- J Health Professions Division Complex ..... West
- K Horvitz Administration Building ..... Main
- L Farquhar House ..... West
- M Mailman Family Center ..... Main
- N Mailman-Hollywood Building ..... Main
- O Maltz Psychology Building ..... North
- P Miami Dolphins Training Center ..... West
- Q Modulars ..... West
- R Palm Garden & Nature Walk (under development) .. South
- S Parker Building ..... North/West
- T Recreation Complex ..... South
- U Rosenthal Student Center ..... Main
- V Science Laboratory Annex ..... North/West
- W Shepard Broad Law Center ..... North
- X University School (Lower) ..... South
- Y University School (Middle/Upper) ..... North/West
- Z Vettel Hall ..... South

BEST COPY AVAILABLE

Index

admission requirements, 9
alumni
  Association, international, 18
  Association, SB&E Broward, 18
  tuition discounts, 19
advising, 9
Career Resource Center, 20
challenge exams, 11
computer
  code of ethics, 27-28
  email accounts, 16
  labs, 16
  syllabi, 16, 19
conduct, student, 20-24
course outlines/syllabi, 16, 19
curriculum, 10
definition of terms, 8
disabilities, accommodations for, 6
financial aid
  loans, 20
  scholarships, 20
GMAT, Graduate Management Admission Test, 10
goals, mission and, 4
grades
  appealing grades, 15
  grading policies, 14
Graduate Business Student Assoc., 18
graduation
  application for degree, 17
  commencement, 17
grievance procedure, 22-24
honorary society
  Sigma Beta Delta, 18
housing, 19
inactive status, 12
incomplete grades, 15
insurance, 19
international students
  registration, 13
library
  distance library, 16
  East Campus, 16
Einstein Library, Main Campus, 17
  use at cluster sites, 17
Maps 31-33
MBA program
  academic probation, 15
  admission requirements, 9
  appealing grades, 15
  challenge exams, 11
  curriculum,10
  grading, 14
  inactive status, 12
  incomplete grades, 14
  master's project, 14
  prerequisite requirements, 11
  probation, academic, 15
  productivity improvement workshop, 13
  reactivation procedures, 12
  registration, 12
  scheduling of classes, 11
  second degree, 12
  specializations, 12
  statute of limitations, 16
  suspension, 15
  syllabi, 16, 19
master's project, 14
misconduct, student, 20-22, 24-26
  resolving allegations, 21-22
mission and goals, 4
nondiscrimination policy, 5
NSU
  academic rights and responsibilities, 24-27
plagiarism, 21, 26
portfolio requirements, 29-30
power, reservation of, 4
prerequisite requirements, 11
privacy, FERPA, 5
probation, academic, 15
productivity improvement workshop, 13
reactivation into the program, 12
registration, 12
  drop/adds, 13
  international students, 13
  late, 13